

LEGAL AND PROTECTIVE SERVICE CAREERS I

COURSE DESCRIPTION

The course, which is the first level of study of legal and protective service careers, prepares students for work-related knowledge and skills for advancement into the second level of legal and protective service careers. Course content focuses on areas comprised of planning, managing, and providing judicial, legal, and protective services. The course is an overview of the legal justice system and builds a better understanding of the development of laws on state, federal, and international levels. New technology and career opportunities in legal and protective service are an integral part of the course content. Based on the content of the course, the student will test for certification in CardioPulmonary Resuscitation (CPR).

Pre-requisite: None

Recommended Credits: 1

Recommended Grade Levels: 10th and 11th

**LEGAL AND PROTECTIVE SERVICE CAREERS I
STANDARDS**

- 1.0 Students will evaluate career opportunities and career paths within legal and protective service careers.
- 2.0 Students will demonstrate knowledge of the three branches of government as they relate to legal and protective service careers.
- 3.0 Students will examine the impact of current and emerging technology on legal and protective service careers.
- 4.0 Students will differentiate between juvenile and adult legal systems.
- 5.0 Students will compare the different levels of courts in the United States.
- 6.0 Students will demonstrate knowledge of the impact of human behavior on legal and protective service careers.
- 7.0 Students will compare and contrast the differences in federal, state and local legal systems.
- 8.0 Students will demonstrate their knowledge of the correctional system in the United States.
- 9.0 Students will examine the basic principles and concerns of safety as they relate to law enforcement, the courts, and the correctional systems.
- 10.0 Students will examine the role of physical and mental health in legal and protective service careers.
- 11.0 Students will analyze the inter workings of the judicial system.
- 12.0 Students will analyze landmark United States Supreme Court cases.
- 13.0 Students will demonstrate leadership, citizenship and teamwork skills required for success in the school, community, and workplace.

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 1

Students will evaluate career opportunities and career paths within legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 1.1 Explain the titles, roles, and functions of individuals engaged in legal and protective service careers.
- 1.2 Investigate employment and entrepreneurial opportunities.
- 1.3 Evaluate personal characteristics required for working in legal and protective service careers.
- 1.4 Investigate post-secondary education, professional organizations, trade publications, and web sites appropriate for continuing education.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Compares the roles and functions of legal and protective service careers.
- 1.2 Compares government and private industry career plans for various career paths in legal and protective service careers.
- 1.3 Profiles personal characteristics, which are beneficial to the success of a professional in legal and protective service careers.
- 1.4 Sets up and maintains files outlining professional organizations, publications, web sites, current issues, future trends, and emerging technologies in legal and protective service careers.

SAMPLE PERFORMANCE TASKS

- Develop a profile of career opportunities.
- Develop a personal career plan.
- Appraise professional legal and protective service career organizations. Explain the purpose and how each organization benefits the legal and protective service profession.
- Research and present information on key individuals in legal and protective service careers.
- Design and apply a rubric that will assess student ability to perform in given areas of importance indigenous to legal and protective service careers.
- Incorporate guest speakers to illustrate title roles and functions of various legal and protective career professionals.
- Shadow a legal and protective service professional and complete a questionnaire on the experience.
- Participate in the Bulletin Board Display competition in Tennessee SkillsUSA-VICA.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 2

Students will demonstrate knowledge of the three branches of government as they relate to legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 2.1 Link the development of common law as it applies to legal and protective service careers.
- 2.2 Identify the various components of the legal and protective service career field.
- 2.3 Summarize the historical development of legal and protective services in the United States.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Traces the development of common law in England to legal and protective service careers in the United States.
- 2.2.A Differentiates between the three branches of government and legal and protective service careers.
- 2.2.B Differentiates between federal and state functions in legal and protective services.
- 2.3 Identifies the various major events, techniques, and organizations critical in the development of legal and protective service careers.

SAMPLE PERFORMANCE TASK

- Identify the various federal and state courts.
- Describe the difference in law enforcement jurisdictions.
- Develop a comparison of the three branches of government.
- Identify various sources of authority.
- Construct a timeline of important developmental events shaping modern law.
- Name the historical techniques that have shaped modern policing.
- Participate in the Suitcase Display – Occupational competition in Tennessee SkillsUSA-VICA.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 3

The students will examine the impact of current and emerging technology on legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 3.1 Examine current technological processes used in legal and protective service careers programs.
- 3.2 Examine future technological changes in legal and protective service career disciplines.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Analyzes the purpose of major legal and protective service career computer data bank files.
- 3.2.A Analyzes the purpose of technical investigative support techniques.
- 3.2.B Assesses the legal limitations of technology as applied in the Fourth Amendment.
- 3.2.C Predict future technological changes in legal and protective service career disciplines.

SAMPLE PERFORMANCE TASKS

- Apply general understanding of technological instruments available to legal and protective service careers.
- Dramatize a mock trial illustrating the case Katz v. the United States.
- Dramatize a mock suppression hearing to demonstrate the legal restrictions on the use of technological instruments.
- Discuss the various depository computer systems related to criminal history and prison records.
- Analyze the effects of computer technology on the court system.
- Participates in Job Skill Demonstration A competition in Tennessee SkillsUSA-VICA.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 4

Students will differentiate between the juvenile and adult legal systems.

LEARNING EXPECTATIONS

The student will:

- 4.1 Evaluate the juvenile justice organization.
- 4.2 Evaluate the adult legal system.
- 4.3 Discuss the influence of parents and other important family associates on the juvenile offender.
- 4.4 Compare juvenile and adult offenses.
- 4.5 Explain juvenile justice terms.
- 4.6 Identify types of delinquent behavior in a case study.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1.A Identifies various members of the juvenile justice system and their responsibilities.
- 4.1.B Explains the organizational structure of the juvenile justice system.
- 4.2.A Identifies various members of the adult justice system and their responsibilities.
- 4.2.B Explains the organizational structure of the adult justice system.
- 4.3. Outlines the legal responsibilities of parents and guardians in the juvenile justice system.
- 4.4 Analyzes status offenses.
- 4.5 Defines unique juvenile legal terminology.
- 4.6 Analyzes a current court case in class through the use of the media.

SAMPLE PERFORMANCE TASKS

- Take a field trip to juvenile court.
- Take a field trip to an adult court hearing.
- Listen to and question a juvenile court judge or court professional as a guest speaker.
- Present a current event with juvenile justice emphasis.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 5

Students will compare the different levels of courts in the United States.

LEARNING EXPECTATIONS

The student will:

- 5.1 Analyze the federal and state court systems.
- 5.2 Identify various state and local criminal courts in Tennessee.
- 5.3 Describe the types of cases the United States Supreme Court decides to hear.
- 5.4 Identify two main considerations of the United States Supreme Court in deciding to hear a case.
- 5.5 Examine options the United States Supreme Court has when rendering a decision.
- 5.6 Evaluates local or state criminal activity reported in the media which could lead to a review by the State Supreme Court.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Diagrams the various federal and state court levels.
- 5.2 Charts the Tennessee Court system.
- 5.3 Defines the process of obtaining a writ of certiorari.
- 5.4 Analyses the decision of the United States Supreme Court to hear a particular case.
- 5.5 Defines the various types of United States Supreme Court decisions using examples.
- 5.6 Predict which cases a State Supreme Court might hear.

SAMPLE PERFORMANCE TASKS

- Listen to a guest speaker from local, state, or federal court.
- View the video Gideon v. Wainwright.
- Obtain and review a writ of certiorari.
- Discuss criminal activity reported in the local media.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 6

Students will demonstrate knowledge of the impact of human behavior on the legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 6.1 Examine law enforcement skills that facilitate successful citizen contact.
- 6.2 Analyze remedies for poor human relations in legal and protective service careers.
- 6.3 Identify sources of work stress in legal and protective service careers.
- 6.4 Identify stress management techniques.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Outlines professional interpersonal relationship techniques.
- 6.2 Profiles a law enforcement officer with a poor attitude.
- 6.3 Analyzes the various situations that could cause stress in legal and protective service careers.
- 6.4 Evaluates the various techniques that assist in stress management.

SAMPLE PERFORMANCE TASKS

- Role-play a traffic stop with a hostile civilian.
- Demonstrate stress relief techniques.
- Dramatize the inappropriate or harmful police officer actions through a mock arrest.
- Listen to and question a guest speaker from the Employee Assistance Program.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 7

Students will compare and contrast the differences in federal, state, and local legal systems.

LEARNING EXPECTATIONS

The student will:

- 7.1 Categorize tasks of law enforcement officers.
- 7.2 Summarize the historical development of law enforcement in the United States.
- 7.3 Evaluate federal, state, and local law enforcement agencies.
- 7.4 Examine the relationship between local, state and federal laws.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Defines the daily duties or routines of a police officer.
- 7.2. Charts, using a timeline, the development of law enforcement in the United States.
- 7.3 Charts and analyzes the major law enforcement agencies.
- 7.4 Differentiates between local, state, and federal jurisdictions.

SAMPLE PERFORMANCE TASKS

- Use media to illustrate differences in jurisdiction.
- Participate in ride-along programs with local police officers.
- Listen to and question guest speakers.
- Visit the Tennessee Law Enforcement Academy.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 8

Students will demonstrate their knowledge of the correctional system in the United States.

LEARNING EXPECTATIONS

The student will:

- 8.1 Examine crime and punishment prior to the Middle Ages.
- 8.2 Examine crime and punishment through the 1800's.
- 8.3 Investigate the development of the penal system in the United States

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Debates prison practices in the past against those in the present system.
- 8.2 Argues the purpose of the prison system through the 1800s in contrast to today's prisons.
- 8.3 Outline the development of the penal system in the United States.

SAMPLE PERFORMANCE TASKS

- Take a field trip to a local prison or jail.
- View and discuss a video on prisons.
- Listen to and question a guest speaker, who is a prison professional.
- Become familiar with the program, Scared Straight.
- Views and critiques a video on the development of the corrections system.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 9

Students will examine the basic principles and concerns of safety as they relate to law enforcement, the courts, and the correctional systems.

LEARNING EXPECTATIONS

The student will:

- 9.1 Distinguish between safety rules, policies, and procedures.
- 9.2 Examine reasons for compliance with safety rules.
- 9.3 Identify sources of safety guidelines.
- 9.4 Assess situations where proper safety techniques lessen injury risk.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1.A Identifies the various organizations responsible for ensuring workplace safety practices.
- 9.1.B Evaluates safety rules, policies, and procedures for validity.
- 9.1.C Analyzes legal and protective service career safety issues.
- 9.2 Reviews safety guidelines in school and compares them to safety guidelines one might find in a legal and protective service careers organization.
- 9.3 Compiles a media and hard copy file of safety guidelines.
- 9.4 Reviews and critiques guest arrest procedure demonstration.

SAMPLE PERFORMANCE TASKS

- Review safety requirements through illustrations in conjunction with a guest speaker.
- Observe and comment on a guest demonstration of an arrest procedure.
- Locate and read a safety procedure flyer in the classroom and in the school's main office.
- Take a field trip to a local agency for a demonstration of a felony arrest.
- Participates in Occupational Health and Safety competition in Tennessee SkillsUSA-VICA.
- Develop a program to share with pre-school, middle school, and junior high students concerning following rules. Why are rules important? What are the consequences when rules are broken?

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 10

Students will examine the role of physical and mental health in the legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 10.1 Assess the impact of personal health practices and behaviors of legal and protective service career professionals.
- 10.2 Examine physical fitness as a requirement for legal and protective service career occupations.
- 10.3 Certify in American Red Cross standards for first aid and CardioPulmonary Resuscitation (CPR).

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 10.1 Debates various healthy living styles.
- 10.2 Obtains and discusses the local physical fitness requirements from one of the law enforcement training academies.
- 10.3 Performs CardioPulmonary Resuscitation (CPR) and first responder techniques.

SAMPLE PERFORMANCE TASKS

- Take a field trip to a local fitness agency.
- Earn CardioPulmonary Resuscitation (CPR) certification through the American Red Cross.
- Participate in the required physical fitness requirements of a legal and protective service career.
- Integrate with health and physical education classes to develop a physical fitness program for middle school students.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 11

Students will analyze the interworkings of the judicial system.

LEARNING EXPECTATIONS

The student will:

- 11.1 Analyze the differences in criminal law and civil law.
- 11.2 Describe terms related to corrections.
- 11.3 Differentiate between felonies and misdemeanors.
- 11.4 Incorporate courtroom terminology into classroom activities.
- 11.5 Investigate rank and/or title of various professionals in legal and protective service careers.
- 11.6 Incorporate major constitutional and procedural criminal law terms into the language of the classroom.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 11.1 Compares the differences between criminal and civil law.
- 11.2 Uses legal terminology appropriate to a given situation in a correctional institution.
- 11.3 Diagrams and compares the flow of a court case in a felony and a misdemeanor conviction.
- 11.4 Uses legal terminology appropriate to a given situation in a courtroom.
- 11.5.A Researches the rank and title of professionals found in local legal and protective service career organizations.
- 11.5.B Develops a chart to indicate continuing education needed for each professional career.
- 11.6 Composes a list of major constitutional and procedural law terms in criminal law and applies those terms in a discussion about a current situation.

SAMPLE PERFORMANCE TASKS

- Complete a crossword puzzle using *Black's Law Dictionary*.
- Use media articles to discuss major constitutional and procedural law terms.
- Use Street Law booklet on Supreme Court decisions to identify various major legal terms.
- Utilizing the flow chart in Street Law textbook, discuss the difference between a felony and a misdemeanor.

INTEGRATION LINKAGES

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LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 12

Students will analyze landmark United States Supreme Court cases.

LEARNING EXPECTATIONS

The student will:

- 12.1 Examine the importance of case law in setting standards for law enforcement officials.
- 12.2 Analyze the development of procedural law by examining six United States Supreme Court decisions.
- 12.3 Explain the use of the exclusionary rule as it pertains to the state courts in *Mapp v. Ohio*.
- 12.4 Analyze issues related to the allowance of evidence at trial.
- 12.5 Analyze the effect of *Miranda v. Arizona* on law enforcement officers.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 12.1 Illustrates case law by examining and discussing changes made by a selected United States Supreme Court decision.
- 12.2 Analyzes each court decision, charts the development of the Miranda warning by reviewing these United States Supreme Court case decisions: 1951 *Rochin v. California*, 1961 *Mapp v. Ohio*, 1963 *Gideon v. Wainwright*, 1964 *Escobedo v. Illinois*, 1966 *Miranda v. Arizona*, and 1967 *Katz v. United States*.
- 12.3 Restate the exclusionary rule using a scenario.
- 12.4 Predict whether evidence would be allowed at trial.
- 12.5 Debate the use of the Miranda warnings in today's police environment.

SAMPLE PERFORMANCE TASKS

- Watch specific court videos and evaluate the activity.
- Conduct mock trials.
- Listen to and question a guest speaker from local ACLU debate exclusionary rule.
- Using the United States Supreme Court Selected Cases booklet from the Street Law series, students will summarize and present court cases in class.
- Test various case scenarios in the presentation of evidence given the facts found in *Mapp v. Ohio*.

INTEGRATION LINKAGES

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, American Government, History, Law Enforcement, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

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July 2001

LEGAL AND PROTECTIVE SERVICE CAREERS I

STANDARD 13

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 13.1 Cultivate positive leadership skills.
- 13.2 Participate in SkillsUSA-VICA as an integral part of classroom instruction.
- 13.3 Assess situations and apply problem-solving and decision-making skills within the school, community, and workplace.
- 13.4 Demonstrate the ability to work cooperatively with others.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 13.1 Demonstrates character and leadership using creative and critical-thinking skills.
- 13.2.A Relates the creed, purposes, motto, and emblem of SkillsUSA-VICA to personal and professional development.
- 13.2.B Plans and participates meetings and other business according to accepted rules of parliamentary procedure.
- 13.3.A Makes decisions and assumes responsibilities.
- 13.3.B Analyzes a situation and uses the *Professional Development Program* of SkillsUSA-VICA to resolve it.
- 13.4.A Organizes and participates on committees.
- 13.4.B Cooperates with peers to select and organize a community service project.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various SkillsUSA-VICA programs and/or competitive events.
- Use a formal planning or decision-making process to select, implement, and evaluate an activity within the school, community, and/or workplace.
- Develop an annual program of work.
- Prepare a meeting agenda for a SkillsUSA-VICA monthly meeting.
- Attend a professional organization meeting relating to the legal and protective career field.
- Participate in the American Spirit Award competition with SkillsUSA-VICA.
- Complete the *Professional Development Program-Starter Kit*, SkillsUSA-VICA.

INTEGRATION LINKAGES

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies, Tennessee Sheriff Association, Tennessee Highway Patrol, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration

State Board of Education Approved
July 2001